



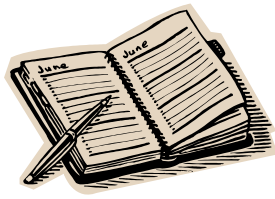
# The Montana Comprehensive Assessment System

MontCAS, Phase 2  
Criterion-Referenced Test (CRT)

***Test Administrator's Manual***

***Grade 10***

Spring 2007



## Important Dates

**March 5 through 28: CRT test administration window**

**Please return all test materials to your School Test Coordinator  
on or before Thursday, March 29!**



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### TEST SECURITY

All test items and responses to those items in the Montana Comprehensive Assessment System, Phase 2 Criterion-Referenced Test are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed.

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## Checklist for Test Administrators

### Before testing:

- \_\_\_\_\_ Read all directions for test administration in this manual.
- \_\_\_\_\_ Meet with your School Test Coordinator to plan testing schedules, review procedures, and discuss any questions you have.
- \_\_\_\_\_ Check your test materials to be sure you have enough for the students you will be testing. Notify your School Test Coordinator if you are missing any materials or have defective materials.
- \_\_\_\_\_ Obtain student barcode labels from your test coordinator and affix them on the appropriate space provided on the front cover of the Student Response Booklet.
- \_\_\_\_\_ Notify students of the testing and request that they have #2 pencils for every test session.
- \_\_\_\_\_ Help your School Test Coordinator notify students and parents about the testing program.
- \_\_\_\_\_ Secure #2 pencils, scratch paper, and calculators (make sure school-owned or student-owned calculators, such as a 4 function calculator, are available for mathematics test Sessions 1 and 2A).
- \_\_\_\_\_ Obtain accommodation information needed to complete page 2, Section 2, of the students' response booklets after testing, if applicable.

### During testing:

- \_\_\_\_\_ Maintain test security.
- \_\_\_\_\_ Post a "Testing" sign on your classroom door.
- \_\_\_\_\_ Write your name, school name, and school code on the chalkboard.
- \_\_\_\_\_ Be sure that all students have a comfortable and adequate workspace.
- \_\_\_\_\_ Monitor students' handling of tests and response booklets to keep the booklets in good condition.
- \_\_\_\_\_ Give students as much time as needed (within the guidelines) to complete the test sessions.
- \_\_\_\_\_ Administer makeup tests or tests for students who require accommodations, if you are assigned to do so.

### After testing:

- \_\_\_\_\_ Code accommodation information on page 2, section 2, of each Student Response Booklet, if applicable.
- \_\_\_\_\_ Verify that a Student Response Booklet was completed for **every** student in your class. This includes students who were totally or partially excluded from testing and students that participated in the CRT-Alternate Assessment.
- \_\_\_\_\_ Complete the Class Identification (ID) Sheet and place it on top of the used Student Response Booklets.
- \_\_\_\_\_ Attach an explanatory note to each Student Response Booklet that needs special handling and place this material at the top of the stack you are returning to your School Test Coordinator. Complete another Class ID Sheet to accompany the Student Response Booklet to keep the "special handling" student linked to the classroom teacher for reporting purposes.
- \_\_\_\_\_ Place the used Student Response Booklets (answer documents) and Class ID Sheet in the large white envelope labeled "For Return of Used Answer Documents." **Do not seal this envelope.**
- \_\_\_\_\_ Return all test booklets, the large white envelope containing used Student Response Booklets and Class ID Sheet, and all other secure test materials to your School Test Coordinator on or before Thursday, March 29, 2007.

## Structure and Format of the Test

The MontCAS, Phase 2 Criterion-Referenced Test (CRT) is a comprehensive assessment, covering a broad range of objectives in reading and mathematics at grades 3 through 8 and 10.

Science assessment field tests were added in 2007 for grades 4, 8 and 10. Although the science assessment is a field test in 2007, it is required for all Montana students enrolled in an accredited public or private school in grades 4, 8 and 10; however, students with significant disabilities, LEP students with beginning or novice skills in English and/or first year in the United States LEP students, students requiring a nonstandard accommodations, and students requiring a Braille or large print test form are exempt from the science field test only!

The CRT is composed of two tests: reading and mathematics. Students will record answers to both tests in a single student response booklet, except grade 3 students who will record their answers directly in the test booklet. Directions for administering tests are given in the test administrator's manual. Students may underline words and/or use a highlighter in their test booklets. Scrap paper may be provided to students to assist them during test administration. All scrap paper must be shredded after each test session.

In the CRT, the pool of test items in each grade and subject area is divided into two categories. A portion of the assessment consists of common items, which appear in all forms of the test and are taken by all students. The remainder of the total pool of test items in a grade/subject area is divided among sixteen different forms of the test; each student completes one form. This is called field testing. The field test items provide more complete coverage of the curriculum framework objectives while reducing testing time. Student, school, system, and state results are based only on the common items.

### **The CRT includes the following kinds of items:**

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items (mathematics test only), which require students to write their answers; and
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem. These items take approximately 8–10 minutes to answer.

### About the Test

The CRT instruments may be quite different from other standardized tests you have administered. These differences include the following:

- The reading selections represent complete pieces. Some are much longer than the selections in traditional tests.
- The constructed-response and short-answer items included in the test require students to generate and explain their answers.
- Some mathematics sessions refer to a Mathematics Reference Sheet, which may include a punch-out ruler and formulas students may need to answer items. Mathematics Reference Sheets are not secure and may be used in the classroom after testing has been completed.

- Mathematics test sessions 1 & 2A are “Calculator” test sessions. The items in these test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions 2B & 3. We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions.

## Universal Test Design

The Criterion-Referenced Test (CRT) was developed and designed using the principles and concepts of “universal test design.” Universal test design ensures access to tests for all students by ensuring that test items assess the knowledge and skills in the most simple and straight-forward manner possible and the test format presents the items in the most uncomplicated way possible. The CRT is an untimed test, although there are suggested times and guidelines.

## Test Security

Test coordinators and administrators are prohibited from disclosing the contents of the CRT assessments. Under no circumstances should test booklets or marked Student Response Booklets be circulated among faculty, administrators or other persons. Each test administrator must read and sign a *Nondisclosure Agreement* before test materials are distributed. School Test Coordinators should make the appropriate number of copies of the *Nondisclosure Agreement* forms and distribute the form during the pre-administration training session. The forms must be signed and placed on file with the school principal before materials are distributed for testing and before testing begins. In addition, a *Principal’s Nondisclosure Agreement and Test Administration Agreement* is being sent to each System Test Coordinator to distribute to the principals. This form includes two agreements, both of which must be signed. The form has a barcode label on it identifying the school. This form is to be returned to Measured Progress using the “Special Handling Envelope.”

Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal, System Test Coordinator, and State Assessment Director. All System Test Coordinators will receive *OPI Guidelines and Procedures for Test Security*. This OPI publication outlines reporting procedures and should be made available to system superintendents, principals, and test administrators.

## Students to be Tested

- **ALL** classroom students enrolled in accredited public and private Montana schools in grades 3 through 8 and 10 are required to participate.
- Students who are eligible for the alternate assessment are not excluded from testing. They simply participate in the alternate assessment (CRT-Alternate).
- Students who have been identified as having Limited English Proficiency (LEP) must take the CRT. First year in the United States LEP students are required to participate in the math assessment only – they are excluded from this reading assessment. First year LEP students may take the reading assessment; however, their scores will not be included in the calculation of

averages. First year LEP students may instead take a language test selected by their school. Please send the results to Judy Snow, State Assessment Director, at OPI.

- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year, and if they have not reached the age of 19. Part-time students enrolled less than 180 hours in a mathematics or a reading course may participate in the CRT but will not be included in the calculation of averages.
- Home-schooled students may participate in the CRT with parental consent. Home-schooled students must be tested in the local school during the regular testing period; they may not be tested at home. For schools with home schooled students participating in testing, the following are directions for completing the Student Response Booklet:

Page 1: Complete the following boxes: Student Name, School Code and State Student ID.

Page 2: Complete Section 1, "Student not enrolled..."

Complete Section 2--optional

- Students in private schools not accredited by the Montana Board of Public Education may participate in the CRT. For students in these schools participating in testing, the following are directions for completing the Student Response Booklet:

Page 1: Complete the following boxes: Student Name, School Code and Birth Date

Page 2: Complete Section 3: optional

- All suspended students are expected to participate and will be counted in district and school reports.

Students absent during testing: The test administrator must keep a list of students absent during regularly scheduled test sessions. These students must be scheduled for makeup test sessions within the testing period (March 5–28). If a makeup test is not administered to students during the test administration window, the student will receive a scaled score of 200 (novice) and will be included in the school average. A used student response booklet must be completed for all students, including students who were absent during the entire testing window.

Large-print: large-print test booklets are enlarged editions (using 18-point font) of the CRT test booklets. Students may write directly on the large-print test booklet. Test administrators are required to transfer the student's answers from the large-print test booklet to a student response booklet and code #28 in the appropriate boxes on page 2 of the student response booklet.

Braille: Montana will treat the Braille version of the CRT as a test accommodation. Test administrators are required to transfer the student's answers from the Braille test booklet to a student response booklet and code #27 in the appropriate boxes on page 2 of the student response booklet.



## Students Eligible for Reporting Exclusions (from calculation of averages)

All public and private students enrolled in an accredited Montana school must participate; however, scores of students in the following categories will be excluded from the calculation of averages:

- Foreign exchange students **are required** to participate.
- Students not enrolled in an accredited Montana school (For example: home-schooled student) **may** participate.
- Students enrolled in a private accredited school **are required** to participate.
- Students enrolled in a private non-accredited school **may** participate.
- Students enrolled in a private non-accredited Title 1 school **may** participate.
- Students enrolled part-time (less than 180 hours) taking a mathematics or reading course **may** participate.
- First year LEP students may take the reading assessment; however, their scores will not be included in the calculation of averages. First year LEP students may instead take a language test selected by their school. Please send the results to Judy Snow, State Assessment Director, at OPI.
- First year in the United States LEP students **are required** to participate in the math assessment only; however, they may be excluded from the reading assessment.
- Test administrators must complete and submit a Student Response Booklet with the used Student Response booklets for **all** enrolled students whether they participated in testing or not.

SUMMARY OF ELIGIBILITY FOR REPORTING EXCLUSIONS

EXCLUDED FROM AVERAGES	MUST PARTICIPATE	MAY PARTICIPATE
Foreign exchange student	YES	
Students not enrolled in an accredited Montana school		YES
Students enrolled in a private accredited school	YES	
Students enrolled in a private non-accredited school		YES
Students enrolled in a private non-accredited Title 1 school		YES
Students enrolled part-time (less than 180 hrs.) Taking a mathematics or reading course		YES
1 <sup>st</sup> year in united states LEP students may be excluded from reading assessment only. If they do not participate in the CRT reading assessment, they may instead take a language test selected by their school. Results must be sent to Judy Snow, State Assessment Director. They must participate in the CRT math test.	YES	

## Determining How Students Will Participate in the CRT or CRT- ALT

All students with special needs participate in the CRT assessment program either by taking the regular CRT or CRT-Alternate Assessment (CRT-ALT) if they meet the eligibility criteria. Students with special needs and LEP students are often given testing accommodations. All persons administering assessments to special education students should be familiar with the assessment guidance that is part of each student's IEP and with the allowed state assessment accommodations. Although testing accommodations often derive from the IEP, any student may be given testing accommodations as long as they parallel the accommodations used for that student routinely in daily instruction and assessments and do not invalidate the purpose of the test. For an accommodation to be considered routine, it should be part of the student's classroom work and assessment 2-3 months prior to testing.

Scores of students taking the CRT-Alternate Assessment are classified into the same four performance categories as students taking the regular CRT assessment. This allows the scores of alternately assessed students to be aggregated with the scores of other students for the performance classification of schools and districts under the No Child Left Behind Act.

OPI has established goals for the performance of children with challenging disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for non-disabled children. Therefore, the CRT-Alternate Assessment is based on a subset of standards taken from the Reading and Mathematics Content Standards. The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The CRT-Alternate Assessment was designed for the less than one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress. Completion of the CRT-Alternate Assessment accomplishes the following results:

- ensures that students with significant challenges will be represented in school achievement data;
- provides multiple ways for the IEP team (including general and special education teachers, support services, families, and students) to measure progress on relevant student outcomes;
- encourages student choice and decision-making in learning as well as evaluation of student work;
- merges instructional and assessment activities; and
- builds support for meaningful participation in appropriate general education curriculum.

## CRT Accommodations

*2007 OPI Guidelines for Accommodations* is provided to each system and school with an accompanying CD (PowerPoint). Both the Guidelines and PowerPoint are online <http://www.opi.mt.gov/Assessment/Phase2.html#Accom>.

### **Standard Accommodations**

Standard accommodations are available to all students on the basis of individual need regardless of disability status. Decisions regarding standard accommodations should be made informally by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Making accommodations decisions on a group basis rather than on an individual basis is not permitted. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction and assessment 2-3 months prior to testing.

### **Nonstandard accommodations**

If a student uses an accommodation that results in an invalid score (aka, a nonstandard accommodation), the student is considered to be a non-participant when calculating the participation rate for AYP purposes. In addition to counting that student as a non-participant, the score from the assessment is not included in calculating the proficiency rate for AYP determinations.

- Nonstandard accommodations can only be provided for a student with disabilities if the accommodation(s) is specified in the student's IEP.
- If the student is administered the test with a nonstandard accommodation in the content area test (reading or math), the student will not be counted as a participant for AYP determinations in that content area. The nonstandard accommodation used must be coded in the appropriate box(es) on page two of the student response booklet (SRB). The student's results for that content area test (reading or math) **will not** be calculated in the averages for AYP determination.
- The Individuals with Disabilities Education Act (IDEA) requires that all students participate in the statewide assessment. This requirement applies whether or not the student takes the test with a nonstandard accommodation.

## Standard CRT Accommodations

(CODE ALL THAT APPLY After Testing)

<b>Scheduling Accommodations</b>	
1. Change in Administration Time:	Test is administered at a time of day or a day of the week based on student needs.
2. Session Duration:	Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
*3. Extended Time:	Time is extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.
<b>Setting Accommodations</b>	
*4. Individual Administration:	Test was administered in a one to one situation.
*5. Small Group Administration:	Test was administered to a small group of students.
6. Reduce Distractors:	Student is seated at a carrel or other physical arrangement that reduces visual distraction.
*7. Alternative Setting:	Test is administered to the student in a different setting.
*8. Change in Personnel:	Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
9. Home Setting:	Test is administered to the student by school personnel in their home.
*10. Front Row Seating:	A student is seated in front of the classroom when taking the test.
11. Teacher Presence:	A teacher faces the student during test administration.
<b>Equipment Accommodations</b>	
12. Magnification:	Student used equipment to magnify test materials.
13. Noise Buffers:	Student wears equipment to reduce environmental noises.
14. Template:	Student uses a template.
15. Amplification:	Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.
16. Writing Tools:	Student uses a typewriter or word processor (without activating spellchecker).
17. Voice Activation:	Student speaks response into computer equipped with voice activation software.

*18. <b>Bilingual Dictionary:</b> Student uses a bilingual dictionary (Note: Bilingual dictionary could include a simplified English dictionary or glossary, subject area vocabulary list).
<b>Recording Accommodations</b>
19. <b>Dictation:</b> The student dictates answers to a test administrator who records them in the Test Booklet.
20. <b>Writing Tools:</b> The student marks or writes answers with the assistance of a technology device or special equipment. The students' answers are transferred by the test administrator to the Test Booklet.
21. <b>Assistive Technology:</b> Another form of assistive technology routinely used by the student (that does not change the intent or content of the test) was used by the student.
<b>Modality Accommodations</b>
22. <b>Oral Presentation:</b> Tests were read to the student by the test administrator (with the exception of reading passages). Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.
*23. <b>Test Interpretation:</b> Tests, including directions, were interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).
*24. <b>Test Directions with Verification:</b> An administrator gave test directions with verification (by using a highlighter) that the student understood them.
*25. <b>Test Directions Support:</b> An administrator assisted students in understanding test directions, including giving directions in native language.
26. Not Available
27. <b>Braille:</b> A Braille version of the test was used by the student.
28. <b>Large Print:</b> A large print version of the test was used by the student.
29. <b>Other:</b> With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.

\* Accommodation suggested as appropriate for Limited English Proficient (LEP) students

## Nonstandard CRT Accommodations (for Students with an IEP)

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a nonstandard accommodation. Nonstandard accommodations are only available for a student with IEP/504/LEP plans.

- Students taking a nonstandard accommodation will not be counted as a participant and results for the content area test **will not** be calculated in averages for AYP. Test administrators will code the nonstandard accommodation on Page 2 of the student's response booklet.

**The following is a partial listing, by example, of methods of administration that would be considered to be nonstandard.**

Nonstandard Accommodations
30. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.
31. Student uses a calculator, number chart, arithmetic table, or manipulatives on the no calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.
32. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.
33. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.

# Instructions for Test Administrators

## Before Testing

The assistance of local test administrators is vital to the success of the assessment. As test administrator, you will help to ensure that testing proceeds smoothly, materials are properly accounted for, and responses are accurately analyzed. The quality of assessment data depends, in large part, on uniformity of test administration procedures. For this reason, all test administrators must follow the instructions given in this manual.

All test items and responses in the CRT are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling the materials.

## Scheduling Test Sessions

The test must be given to students between March 5 and March 28. Schedule the testing in your school early enough during this period to allow time for makeup testing, if needed. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions.

### Recommended Testing Schedule

Grade 10 Recommended Reading Testing Schedule		
DAY 1 Reading	Test Activity	Time Range (in minutes)
	General Instructions	10–20
	Break	
Session 1	Reading Session 1	50–60
DAY 2 Reading		
Session 2	Reading Session 2	50–60
	Break	
Session 3	Reading Session 3	50–60

Grade 10 Recommended Mathematics Testing Schedule		
<b>DAY 1 Mathematics</b>	<b>Calculators ARE allowed</b>	Time Range (in minutes)
Session 1	Mathematics Session 1	50–60
	Break	
Session 2A	Mathematics Session 2A	20–30
<b>DAY 2 Mathematics</b>	<b>Calculators are NOT allowed</b>	
Session 2B	Mathematics Session 2B	20–30
	Break	
Session 3	Mathematics Session 3	50–60

## Guidelines on Test Administration

- For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session once they have moved on to another session.
- Total testing time is approximately 4.5 hours (6.5 hours for grades 4, 8 & 10 with the addition of science). Scheduling the different test sessions over the course of at least three to four days is advised to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule. In math, the calculator sessions must be completed first, and then the calculators should be put away.
- It is recommended that the sessions be given in the order presented in the test booklet. However, a school may choose to alternate reading and math sessions as long as the calculator sessions are completed before the non-calculator sessions.
- The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium. The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, each classroom of students should take the same test session simultaneously.
- Testing schedules should be arranged so students do not become fatigued. Especially for third and fourth-grade students, Measured Progress recommends that these students not be tested any longer than two hours in any one day, with at least a one-hour break between any of the two



hours of testing. We recognize that this might not be possible or even the most convenient schedule for your students, but we urge you to space sessions appropriately.

- Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test part.

## Student Test Materials

In addition to this manual, you will receive a set of student test materials for the group of students you will be testing. A complete set of materials for each student includes the following:

- Test Booklet;
- Student Response Booklet;
- Student Barcode Label (place barcode labels in the appropriate location on the front cover of the Student Response Booklet before the first test session); and
- Mathematics Reference Sheet.

In the class packs, there are 16 different forms of the test booklet. It is important to remember that the different forms of the booklets have been mixed in the class packs for random distribution to students. **Do not** change the order of any forms. Mathematics Reference Sheets are located in the back of the class packs.

## SUMMARY OF BARCODE AND CODING INFORMATION

Participants in the CRT and CRT-Alternate include the following types of schools:

- Public Schools
- Treatment Centers that are under contract with the Office of Public Instruction
- Private Accredited Schools
- Private Non-accredited Schools
- Schools that test students who are not enrolled such as home school students

Student barcode labels were included in school test material shipments. Please review the tables on the following five pages for detailed coding information for each school type.

If a student was absent for all test sessions, test administrators or designated staff must place the student's barcode label on the front cover of an otherwise blank response booklet.

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
<p><b>Public</b> All students need either a barcode label or state student ID on the SRB</p>	<ul style="list-style-type: none"> <li>Barcode information is provided to Measured Progress by the OPI AIM system</li> <li>All students enrolled during the Dec/Jan collection should have a barcode label.</li> <li>Should a student not have a barcode label, refer to the directions in the next column.</li> </ul>	<ul style="list-style-type: none"> <li>If a student <u>does not</u> have a barcode label and is enrolled in a public school, please contact the person <b>at</b> your school who is responsible for entering student data into the AIM system to provide you with a State Student ID number.</li> <li>Since there is no barcode label, the “State Student ID” box must be bubbled on page 1 of the Student Response Booklet (SRB). ALL students enrolled in a public school in Montana must have a State Student ID number on the used SRB returned to Measured Progress.</li> </ul> <p><b>NOTE:</b> State Student ID numbers are 9-digit numbers. Box E allows coding of up to 10-digits; therefore, please bubble a leading zero before the 9-digit State Student ID number. <b>Only code the “State Student ID” box if you do not have a student barcode label.</b></p>	<p><b>Before testing, page 1</b></p> <ul style="list-style-type: none"> <li>Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on page 1 as directed in Column 3.</li> </ul> <p><b>During testing, page 1</b></p> <ul style="list-style-type: none"> <li>Students will code the “Form” box during testing. This is the only box required to be coded on page 1 if a barcode label was used or the “State Student ID” box is completed for new students without a barcode label.</li> <li>Students will be asked to write their name and teacher name in the appropriate box.</li> <li>Grade 10 students will be asked to code Vocational Educational Information as well.</li> </ul> <p><b>After testing, page 2</b></p> <ul style="list-style-type: none"> <li>Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt.</li> </ul>	<p>Affix student barcode label to “Voided Barcode Label” form. Place form in “Special Handling” envelope.</p>

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
<b>Residential Treatment Facilities</b> All students need either a barcode label or state student ID on page 1 of the SRB	<ul style="list-style-type: none"> <li>Barcode information is provided to Measured Progress by the OPI AIM system</li> <li>All students enrolled during the Dec/Jan collection should have a barcode label at their previous school.</li> </ul>	<ul style="list-style-type: none"> <li>Request State Student ID from previous school</li> <li>If no State Student ID, contact Nicole Weissman, the OPI Student Records Manager, 406-444-3495 or nweissman@mt.gov</li> <li>Once you have the State Student ID, bubble student ID number in the box on page 1.</li> <li><b>NOTE:</b> State Student ID numbers are 9-digit numbers. The box on page 1 allows coding of up to 10-digits; therefore, please bubble a leading zero before the 9-digit State Student ID number. <b>Only code this box if you do not have a student barcode label.</b></li> </ul>	<p><b>Before testing, page 1</b></p> <ul style="list-style-type: none"> <li>Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on page 1 as directed in Column 3.</li> </ul> <p><b>During testing, page 1</b></p> <ul style="list-style-type: none"> <li>Students will code the “Form” box during testing. This is the only box required to be coded on page 1 if a barcode label was used or the “State Student ID” box is completed for new students without a barcode label.</li> <li>Students will be asked to write their name and teacher name in the appropriate box.</li> <li>Grade 10 students will be asked to code Vocational Educational Information as well.</li> </ul> <p><b>After testing, page 2</b></p> <ul style="list-style-type: none"> <li>Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt.</li> </ul>	Affix student barcode label to “Voided Barcode Label” form. Place form in “Special Handling” envelope.

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
<b>Private Accredited Schools</b> All students need a barcode label	<ul style="list-style-type: none"> <li>Barcode information was provided by the schools directly to Measured Progress.</li> <li>nhall@measuredprogress.org</li> <li>888-792-2741</li> </ul>	<ul style="list-style-type: none"> <li>Contact Nancy Hall at Measured Progress to register new students.</li> <li>nhall@measuredprogress.org</li> <li>888-792-2741</li> </ul>	<p><b>Before testing, page 1</b></p> <ul style="list-style-type: none"> <li>Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on page 1 as directed in Column 3.</li> </ul> <p><b>During testing, page 1</b></p> <ul style="list-style-type: none"> <li>Students will code the “Form” box during testing. This is the only box required to be coded on page 1 if a barcode label was used or the “State Student ID” box is completed for new students without a barcode label.</li> <li>Students will be asked to write their name and teacher name in the appropriate box.</li> <li>Grade 10 students will be asked to code Vocational Educational Information as well.</li> </ul> <p><b>After testing, page 2</b></p> <p>Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt.</p>	<p>Affix student barcode label to “Voided Barcode Label” form. Place form in “Special Handling” envelope.</p>

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
<b>Private Non-accredited Schools</b> Students need complete coding as described in column 4.	NA	NA	<b>Before testing, page 1</b> <ul style="list-style-type: none"> <li>Complete “Student Name”, “School Code”, “Local Student Identification” and “Birth Date” boxes.</li> </ul> <b>During testing, page 1</b> <ul style="list-style-type: none"> <li>Students will be asked to write their name and teacher name in the appropriate box.</li> <li>Students will code the “Form” box.</li> <li>Grade 10 students will be asked to code Vocational Educational Information as well, if applicable.</li> </ul> <b>After testing, page 2</b> <ul style="list-style-type: none"> <li>Complete Section 3</li> <li>Information in “Gender”, “Ethnicity” and “Program Information” boxes is <u>optional</u></li> </ul>	NA

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
<b>Home-school Students</b> Students need complete coding as described in column 4.			<p><b>Before testing, page 1</b></p> <ul style="list-style-type: none"> <li>Complete “Student Name”, “School Code”, “Local Student Identification” and “Birth Date” boxes.</li> </ul> <p><b>During testing, page 1</b></p> <ul style="list-style-type: none"> <li>Students will be asked to write their name and teacher name in the appropriate box.</li> <li>Students will code the “Form” box.</li> <li>Grade 10 students will be asked to code Vocational Educational Information as well, if applicable.</li> </ul> <p><b>After testing, page 2</b></p> <ul style="list-style-type: none"> <li>Code Section 1 on page 2. The unlettered box with “Student enrolled” information is <b>required</b>.</li> <li>Section 3 (coding is optional). Code “Gender”, “Ethnicity” and “Program Information”.</li> </ul>	

If a student participated in the CRT-Alternate, test administrators or designated school staff must verify that the student's barcode label was correctly placed on the front cover of the Student Response Booklet and scoring information was coded on pages 11 & 13.

If a student was absent for all test sessions, test administrators or designated staff must place the student's barcode label on the front cover of an otherwise blank response booklet.

## During Testing

During testing, the test administrator's primary responsibility is to

- encourage students to take the task seriously and to do their best on the tests,
- give clear directions to students, and
- monitor student performance to see that directions are followed.

Your School Test Coordinator will notify you about students who are excluded from all or part(s) of the test and about students who will take the test using accommodations. Students normally requiring accommodations for testing should be tested and the appropriate accommodation(s) should be followed. With the exception of approved accommodations, you should not aid any student in reading, answering, or understanding any of the test questions or help them in any way. Using test materials to familiarize students with test-taking strategies is a violation of test security and testing procedure.

Circumstances over which you have no control (fire drills or power failures, for example) may disturb the students. If an interruption occurs during testing, ask students to insert their response booklets inside their test booklets and, if possible, pass them in to you. When normal conditions are restored, redistribute the testing materials to students and resume testing. Interruptions should not reduce the total amount of time students are given to complete the test session.

Test booklets and Student Response Booklets must be kept together during all test sessions. During each subsequent test session, make certain students are working with their **own** test materials (test form must remain the same throughout the testing window): the same ones that were distributed to them at the beginning of the first session.

## Administration Instructions and Scripts

The following pages detail the procedures to be followed for each test session. Please review the step-by-step directions before beginning each part of the test. As you review the directions, familiarize yourself with the appropriate sections of a test booklet and Student Response Booklet. Directions to the students should only take a few minutes so that most of their time can be spent answering the test questions.

To ensure consistent and accurate test administration, a "script" for each session (material to be read aloud to students) is provided within shaded boxes. This text is printed in bold type. Directions to you within the scripts are printed in regular type. Additional directions for you are numbered and printed as regular text.

## General Instruction Session To Verify and Complete Student Information

**Estimated Time: 10-20 Minutes**

**Materials Needed: Test Booklets, Student Response Booklets (barcode labels should have been previously placed on Student Response Booklets) and #2 Pencils.**

**NOTE:** Before you begin this session, please write the following on the chalkboard:

1. your name (teacher name);
2. school name; and
3. codes for areas of vocational concentration (chart below).

**Codes for Areas of Vocational Concentration**

A	Agriculture
B	Business
C	Marketing
D	Health Occupations
E	Family & Consumer Services
F	Technology
G	Trades & Industries
H	A blend of courses in 2 or more of the above.

1. Distribute one test booklet to each student by passing out the different forms just as you would if all the forms were identical.

Please distribute the Student Response Booklets to the appropriate students. Test coordinator or administrators should have placed barcode labels on each Student's Response Booklet before the start of this session. Students will be asked to verify that the name printed on the barcode label is correct. Tell students they cannot open the test booklets until they are instructed to do so.

2. Say to the students:

**During the next few days, you will be taking tests in reading and mathematics. These tests will not affect your grades in school. They will help us measure how well we are teaching you. Some of the questions are easy and some are quite difficult. You may not be able to answer every question, but you should take them seriously, and give your best effort because the decisions we make based on these tests will affect you and all students. During all of the test sessions, you must use a #2 pencil to write and mark your answers. If you do not have a #2 pencil, please raise your hand. (Supply a #2 pencil to students who need one.)**

**In this session, you will fill out some information on your test materials. On the front cover of the test booklet (Hold up a test booklet to demonstrate) print your name on the line where it says "Student Name." (Pause.) Now print our school name, as it is written on the board, on the line below that. (Pause.) Finally, print my name, as it is written on the board, on the third line where it says "Teacher/Class." (Circulate and Check.)**



3. Say to the students:

**First verify that the Student Response Booklet I handed out to you is correct. Please look at the barcode label located on the right-hand side of the front cover. It should have your name on it. Please verify that your name is on the label. (Pause.)**

**Now you will fill out some identification information in the right, upper-hand corner of your Student Response Booklet just below the picture. (Hold up a Student Response Booklet to demonstrate.) On the cover of the Student Response Booklet, please print your name on the line where it says “Student Name.” (Pause.) Now print my name, as it is written on the board, on the line which says “Teacher Name.” (Pause.)**

4. Say to the Students:

**Directly underneath teacher name you will see Box C, “Form.” Fill out the form number section by bubbling in the number of your test form. Can everyone locate your form number? It is located on the front cover of your test booklet, in the center, directly underneath the word “Grade.” Does anyone need help? (Before moving on, walk around the room to verify that the form numbers have been correctly coded on each Student’s Response Booklet.)**

5. Say to the Students:

**Next, we’ll complete Box D: Vocational Concentrators. All students who will complete 6 semester courses in vocational education by the time they graduate need to fill in the Vocational Concentrator section. Find the answer bubbles A through H in Box D and follow along as I read the areas of vocational concentration list. (Read the list of areas of vocational concentration below.)**

**Codes for Areas of Vocational Concentration**

**A = Agriculture; B = Business; C = Marketing; D = Health Occupations; E = Family and Consumer Services; F = Technology; G = Trades and Industries; H = a blend of courses in 2 or more of the above.**

**Find the area of vocational concentration in which you will earn at least 3 of your 6 semester courses by the time you graduate. Now find the letter in Box D that corresponds to that area and fill it in. For example, if you will have completed 3 or more of your semester courses in Business when you graduate, fill in the “B” circle. If you will have completed 2 courses in Agriculture, 2 courses in Family and Consumer Science, and 2 courses in Technology, fill in the “H” circle indicating that you took a blend of 2 or more courses. If you will not complete at least 6 semester courses in vocational education by the time you graduate, do not mark this section. If you have any questions, raise your hand. (Pause to allow students time to ask questions.)**

**Thank you for completing this information. We will now begin test session one. Open your test booklets to page 1 and follow along while I read the directions.**

## Session 1—Reading

### **Materials Needed: Test Booklets, Student Response Booklets, and #2 Pencils.**

This test session will take approximately 50-60 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 60 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the General Instruction Session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.
2. Say to the students:

**You are now going to take Reading Session 1. Please turn to page 1 in your test booklet and follow along as I read the “General Directions.” (Pause.)**

**General Directions.** “This test contains six sessions; three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in your Student Response Booklet. For the reading parts of the test, read each selection before answering the questions.

**For each multiple-choice question, choose the best answer. Fill in the bubble in your Student Response Booklet that corresponds to your answer choice for that question.**

**Some questions ask you to show your work or to write out your answers. Write your answers to these questions in the spaces provided in your Student Response Booklet. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored.**

**Be sure to answer all parts of each question, and to answer completely. For example, if a question asks you to explain your reasoning or show your work, be sure to do so. You can receive points for a partially correct answer, so try to answer every question.”**

**Are there any questions?** (Answer any questions the students might have.)

**Please turn to page 2 in your test booklet. Now, open your Student Response Booklet to page 3 and locate the box labeled “Reading–Session 1.”** (Pause while students locate the section.)

**In this test session, you will read selections and answer questions 1 through 22 about what you have read. Choose the best answer for each multiple-choice question and mark your answers on page 3 of your Student Response Booklet. Answer question 22 by writing your answer clearly in the space provided on page 3 of your Student Response Booklet. Question 22 is called a constructed-response question. It is like an essay question. Write your answer for the constructed-response question in the half-page response space provided. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.**

**Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may mark your test booklet and underline important ideas in the reading selection if you think that will help you; however, you must mark your final answer in your Student Response Booklet.**

**We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions?** (Answer any procedural questions the students might have.)  
**You may begin.**

3. Circulate and check students’ work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.
4. Say to the students:

**The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.**

5. If applicable, Say to the students:

**Students who would like more time to complete the test are to follow me to another location.**

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

## Session 2—Reading

### **Materials Needed: Test Booklets, Student Response Booklets, and #2 Pencils.**

This test session will take approximately 50-60 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 60 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.
2. Say to the students:

**You are now going to take Reading Session 2. Please turn to page 10 in your test booklet.** (Pause.)

**In this test session you will read selections and answer questions 23 through 50 about what you have read. Now, open your Student Response Booklet to page 4 and find the box labeled “Reading–Session 2.”** (Pause while students locate the section.)

**Choose the best answer for each multiple-choice question and mark your answers on page 4 of your Student Response Booklet. Answer question 50 by writing your answer clearly in the space provided on page 4 of your Student Response Booklet. Question 50 is called a constructed-response question. It is like an essay question. Write your answer for the constructed-response question in the half-page response space provided. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.**

**Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may underline important ideas in the reading passages if you think that will help you.**

**We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions?** (Answer any procedural questions the students might have.) **You may begin.**

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

4. Say to the students:

**The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.**

5. If applicable, Say to the students:

**Students who would like more time to complete the test are to follow me to another location.**

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

## Session 3—Reading

### **Materials Needed: Test Booklets, Student Response Booklets, and #2 Pencils.**

This test session will take approximately 50-60 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 60 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.
2. Say to the students:

**You are now going to take Reading Session 3. Please turn to page 22 in your test booklet. (Pause.)**

**In this test session you will read selections and answer questions 51 through 72 about what you have read. Now, open your Student Response Booklet to page 5 and find the box labeled “Reading–Session 3.” (Pause while students locate the section.)**

**Choose the best answer for each multiple-choice question and mark your answers on page 5 of your Student Response Booklet. Answer question 72 by writing your answer clearly in the space provided on page 5 of your Student Response Booklet. Question 72 is called a constructed-response question. It is like an essay question. Write your answer for the constructed-response question in the half-page response space provided. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.**

**Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may underline important ideas in the reading passages if you think that will help you.**

**We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.**

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.
4. Say to the students:

**The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.**

5. If applicable, Say to the students:

**Students who would like more time to complete the test are to follow me to another location.**

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

## Session 1—Mathematics

Note: Calculators ARE allowed in this test session

**Materials Needed: Test Booklets, Student Response Booklets, Mathematics Reference Sheets, Calculators (school-owned or student-owned), and #2 Pencils**

This test session will take approximately 50-60 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 60 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials, calculator, Mathematics Reference Sheet, and #2 pencils.
2. Say to the students:

**You are now going to take Mathematics Session 1 (Calculator). In this session there are 24 multiple-choice questions and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 32 in your test booklet. (Pause)**

**Open your Student Response Booklet to page 6 and find the box labeled “Mathematics–Session 1.” (Pause.) You may use your Mathematics Reference Sheet and calculator to help you answer questions in this session. You may write in your test booklet; however, you must mark your final answer in your Student Response Booklet.**

**Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 1 through 24.**

**Question 25 is called a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning directly in your Student Response Booklet. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it. A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer this constructed-response question. Plan your work so that you have plenty of time to answer this longer question.**



**We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.**

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

4. Say to the students:

**The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.**

5. If applicable, Say to the students:

**Students who would like more time to complete the test are to follow me to another location.**

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

## Session 2A—Mathematics

Note: Calculators ARE allowed in this test session

**Materials Needed: Test Booklets, Student Response Booklets, Mathematics Reference Sheets, Calculators (school-owned or student-owned) and #2 Pencils**

This test session will take approximately 20-30 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 30 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials, calculator, Mathematics Reference Sheet, ruler, and #2 pencil.
2. Say to the students:

**You are now going to take Mathematics Session 2A. In this session there are ten multiple-choice questions and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 40 in your test booklet.**  
(Pause)

**Open your Student Response Booklet to page 7 and find the box labeled “Mathematics–Session 2A (Calculator).” (Pause.) You may use your Mathematics Reference Sheet and calculator to help you answer questions in this session. You may write in your test booklet; however, you must mark your final answer in your Student Response Booklet.**

**Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 26 through 35.**

**Question 36 is called a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning directly in your Student Response Booklet. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it. A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.**

**We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.**

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

4. Say to the students:

**The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.**

5. If applicable, Say to the students:

**Students who would like more time to complete the test are to follow me to another location.**

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

NOTE: Calculators are not allowed in test sessions 2B and 3 and should be removed from student's desks or placed in storage before beginning the next test session.

## Session 2B—Mathematics

Note: Calculators are NOT allowed in this test session

**Materials Needed: Test Booklets, Student Response Booklets,  
Mathematics Reference Sheets and #2 Pencils**

This test session will take approximately 20-30 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 30 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials, Mathematics Reference Sheet, and #2 pencil.
2. Say to the students:

**You are now going to take Mathematics Session 2B. In this session there are ten multiple-choice questions, one short-answer question, and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 46 in your test booklet. (Pause.)**

**Open your Student Response Booklet to page 8 and find the box labeled “Mathematics–Session 2B.” You may use your Mathematics Reference Sheet to help you answer any question in this session. Use the workspace provided on your Student Response Booklet to show your work when answering questions 47 and 48.**

**Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 37 through 46. Question 47 is called a short-answer question. This question will ask you to copy the problem from your test booklet to your response booklet. Show your work and correct answer in the work space.**

**Question 48 is a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it.**

**A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.**

**We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.**

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

4. Say to the students:

**The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.**

5. If applicable, Say to the students:

**Students who would like more time to complete the test are to follow me to another location.**

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

## Session 3—Mathematics

Note: Calculators are NOT allowed in this test session

**Materials Needed: Test Booklets, Student Response Booklets,  
Mathematics Reference Sheets and #2 Pencils**

This test session will take approximately 50-60 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 60 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials, Mathematics Reference Sheet, and #2 pencils.
2. Say to the students:

**You are now going to take Mathematics Session 3. In this session there are 21 multiple-choice questions, three short-answer questions, and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 52 in your test booklet. (Pause.)**

**Open your Student Response Booklet to page 9 and find the box labeled “Mathematics–Session 3.”(Pause.) You may use your Mathematics Reference Sheet to help you answer questions in this session.**

**Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 49 through 69. Questions 70, 71, and 72 are short-answer questions. These questions will ask you to copy the problem from your test booklet to your response booklet. Show your work and correct answer in the work space.**

**Question 73 is a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it. A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.**

**We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.**

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

4. Say to the students:

**The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.**

5. If applicable, Say to the students:

**Students who would like more time to complete the test are to follow me to another location.**

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

## Coding Class Identification Sheets

The purpose of the Class Identification (ID) Sheets is to identify the way in which the accompanying Student Response Booklets should be organized for reporting purposes. CRT-Alternate and CRT test administrators must complete a Class ID sheet for each class and grade tested. Failure to properly code this form will result in incorrect Class Rosters and Item Analysis Reports.

Please code the following information on the Class ID Sheet:

- Teacher Name (Last Name, First Name)
- School Code
- Number of Returned Used Student Response Booklets
- Grade

After coding the above information, please place the completed Class ID Sheet on top of your students' response booklets and insert them into the white envelope labeled "For Return of Used Answer Documents."

If a student response booklet requires "special handling", please complete another Class ID Sheet and attach it to the student's booklet requiring "special handling." This step will provide a link to the classroom teacher.

## Returning Test Materials to the School Test Coordinator

Be sure to return all used and unused test materials to your School Test Coordinator on or before Thursday, March 29:

- Used Student Response Booklets, with completed Class ID Sheet, placed in the large white envelope labeled, "For return of used answer documents;"
- Unused Student Response Booklets;
- Student test booklets, used and unused;
- Test Administrator's Manual.



## Appendix A: Guidelines for Use of Calculators



Mathematics test sessions 1 and 2A are “Calculator” test sessions. The items in these test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions 2B and 3.

“Calculator” test sessions 1 and 2A must be performed before “No-Calculator” test sessions. After completion of the “Calculator” test sessions, calculators should be put away.

Use of calculators in the Mathematics Sessions 2B and 3, constitutes a non-standard accommodation, and must be specified in a student’s IEP/504/LEP plan. When calculators are used in such a case, the student’s score will be reported as a 200, NOVICE.

We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions. (Test administrators may wish to have additional calculators on hand to loan to students, as needed.)

Although practice varies, the following calculator types are commonly used in grades 3 through 8, and 10; however the most important factor is a student’s familiarity with the calculator.

**Grades 3, 4, 5, and 6: four-function calculator**

**Grades 7 & 8: scientific calculator**

**Grade 10: graphing calculator**